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ABSTRACT

The development and basic outline of the Colorado Protocol Project is given, as is a brief introduction to protocol materials. Five protocol units developed by the project are presented. They are: a) Conceptualizing the Process of Instruction; b) Learners and their Characteristics: Implications for Instructional Decision Making; c) Verbal Interaction in the Cognitive Dimension: The Relationship Between Teacher Verbal Behavior and Student Response; d) Organizing Facts to Teach Meaningful Relationships; and e) Fair Verbal Behavior. A brief description of each protocol unit is provided, as are their specific objectives and a list of the materials involved in each one. The field testing of the materials is described; availability and cost of each package is given. (JB)

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CENTER FOR EDUCATION IN THE SOCIAL SCIENCES UNIVERSITY OF COLORADO

PROTOCOL MATERIALS DEVELOPMENT PROJECT

CENTER FOR EDUCATION
IN THE SOCIAL SCIENCES
UNIVERSITY OF COLORADO

A SUMMARY REPORT
1970 - 1973

PROTOCOL MATERIALS DEVELOPMENT PROJECT

SP006 963

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PROTOCOL MATERIALS DEVELOPMENT PROJECT

CENTER FOR EDUCATION
IN THE SOCIAL SCIENCES
UNIVERSITY OF COLORADO

A SUMMARY REPORT
1970 - 1973

PRODUCTION AND FIELD TESTING OF

PROTOCOL MATERIALS

The University of Colorado Protocol Project produced in the period 1970 - '72 five protocol materials units and an Introduction to Protocol Materials. The five products are described on the following pages.

page

PROTOCOL MATERIALS UNITS FOR TEACHER EDUCATION. 1

Conceptualizing the Process of Instruction. 4

Learners and Their Characteristics: Implications for Instructional Decision-Making. 7

Verbal Interaction in the Cognitive Dimension: The Relationship Between Teacher Verbal Behavior and Student Response. 14

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PROTOCOL MATERIALS FOR TEACHER EDUCATION: AN INTRODUCTION

Changes in teacher education are being called for by many students, teachers, and community groups. In Teachers for the Real World (Washington, D.C.: The American Association for Colleges for Teacher Education, 1969), radical reforms are proposed to reduce "the remoteness of the prospective teacher from the realities of classroom practice" and to increase his "ability to conceptualize and analyze." In most teacher education courses, concepts and principles are taught in abstraction, and pre-service teachers have little opportunity to interpret real behaviors in terms of those abstractions. Seldom are teachers acquainted with the conceptual and analytical tools that enable them to diagnose instructional situations, assess them, and use the data to make better instructional decisions.

The Protocol Materials Development Program of the Office of Education was created to provide the vehicles through which pre-service teachers could develop conceptual and analytical skills while observing reproductions (visual, auditory, or printed) of behavior that portray concepts in teaching and learning. The teacher or prospective teacher can study and analyze these behavior specimens in detail to understand the concepts underlying the interpretation of a particular behavior. Sets of protocol materials can help teachers make more viable interpretations of what is happening in schools and to relate interpretations to theoretical concepts in learning theory and instructional theory.

There are thirteen protocol projects currently funded by the

U.S. Office of Education under the National Center for Improvement of Educational Services. Their locations, directors, and areas of emphasis are listed below for your information:

Bucknell University, Lewisburg, Pa. 17838. William B. Heiner, Basic Concepts in Reading.

Education Development Center, Cambridge, Mass. 02138. Edward Martin, School and Community Relationships, Decision-Making, Power.

Far West Laboratories, Berkeley, California 94605. David Berliner, Small Group Interaction.

Florida State Department of Education, Tallahassee, Fla. 32304. Charles Reed and Michael Kuhn. The Use and Evaluation of Protocol Materials.

Indiana University, Bloomington, Indiana 47401. David Gliessman. Teacher-Pupil Classroom Interaction.

Michigan State University, East Lansing, Mich. 48823. J. Bruce Burke and Judith Henderson. Teacher-Pupil Interaction, Teaching Skills.

Ohio State University, Columbus, Ohio 43210. Frank Zidonis. Language Concepts in Young Children.

Oregon State System of Higher Education, Teaching Research, Monmouth, Oregon 97341. R.E. Myers. Student Predispositions to Learning.

San Fernando Valley State College, Northridge, California 91324. Richard Lid. Experiencing Literature.

Southern Illinois University, Edwardsville, Illinois. Theresa Love. Features of Black Dialect.

University of Colorado, Boulder, Colorado 80302. Celeste Woodley. Process of Instruction.

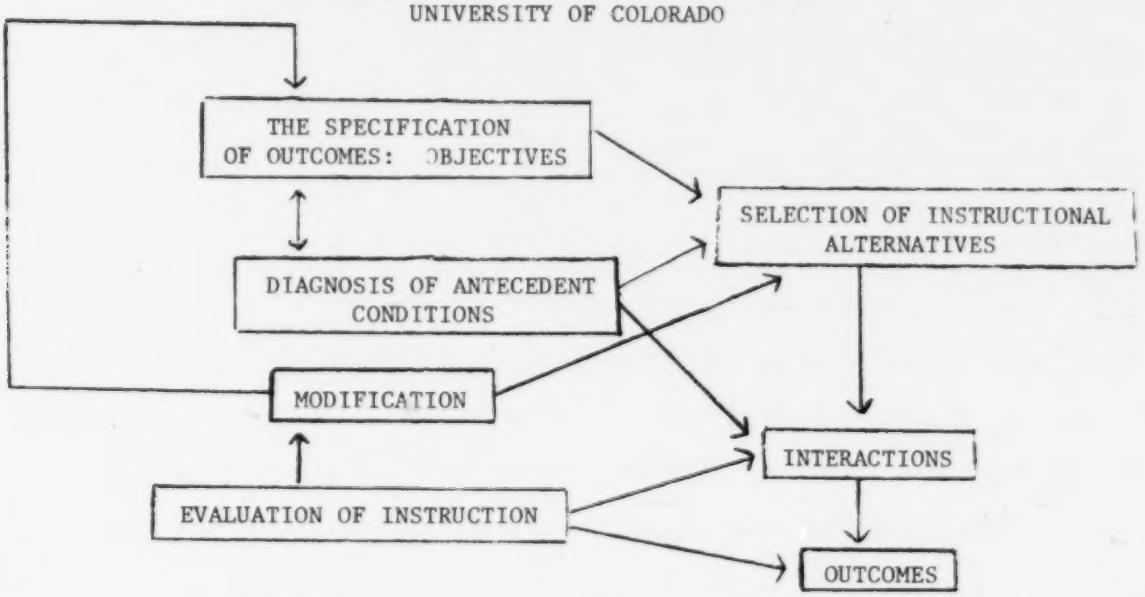
University of Southern California, Los Angeles, California 90007. Pat Heffernan-Cabrera. Teacher-Pupil Interaction with Spanish-Speaking Children.

Utah State University, Logan, Utah. Walter Borg. Language of Teaching.

The University of Colorado Project determined to work with instructional concepts. It was felt that pre-service teachers needed to

study specific concepts and their behavioral indicators within a conceptual framework that makes sense of the instructional process itself. The conceptual model used by the Colorado project to guide the selection and development of protocol materials was adapted from instructional models presented by Robert Stake and Robert Glaser.

BASIC MODEL OF INSTRUCTION GUIDING
DEVELOPMENT OF PROTOCOL MATERIALS
UNIVERSITY OF COLORADO



PROTOCOL MATERIALS UNIT: CONCEPTUALIZING THE PROCESS OF INSTRUCTION

This unit is based on an eight-minute 16mm color-sound film that shows three short episodes from different classrooms. The unit includes a Guide (22 pages, including transcripts), student materials (5 pages of transcripts), and a criterion test. The unit was produced and pilot tested in 1970 - '71. It was revised in 1972, field tested at ten colleges and universities in social science methods and general methods classes, and revised again in the spring of 1973. (See section of Field Testing in this report, p.24).

Brief Description

The unit is built around three short classroom teaching episodes (protocols) presented in an eight-minute 16mm color-sound film. The film is not narrated. Pre-service teachers view the first two classroom episodes and list their individual observations about what is happening in each of these episodes. Then they work in small groups to classify these observations into categories and name the categories. The class tests the category headings of each group for significance and adequacy. Each student is then asked to draw a simple but dynamic model of instruction, as they conceptualize it, from observing the two instructional episodes. The class is then asked to study the transcripts of Classroom No. 1 and Classroom No. 2 and their notes from viewing those two episodes. Using their models as organizers, the students focus on the situations and factors that vary within each classroom and between the two classrooms. They compare and contrast the variables in the two episodes to improve their understanding of behavioral and situational

factors that influence the process of instruction. Finally, the students view the last episode on the film and write a descriptive analysis of what is happening in that instructional group. This analysis is the criterion test for the unit. It will indicate the strength of the conceptual model the student has developed and his ability to apply it to the analysis of an ongoing instructional situation. The analysis will also reveal the student's ability to identify variables and to hypothesize about the relationships among those variables.

Objectives

The objectives of the protocol materials unit on conceptualizing the process of instruction are to enable pre-service teachers:

1. To identify factors that vary (variables) in instructional situations.

2. To classify these variables under at least three major categories.

3. To analyze the relationships among the component categories in terms of the specific variables subsumed by them.

4. To draw a simple model of instruction, incorporating at least three major components and indicating their relation to one another.

5. To describe and analyze an instructional situation in terms of its components, the variables subsumed by those components, and the relationship among those variables.

Materials

Materials provided include:

1. One eight-minute 16mm color-sound film. The film shows three unrehearsed classroom episodes. All of the episodes are about three minutes long and they are unnarrated.

2. One Teacher's Guide.

3. One copy for each student of transcripts of the dialogue in each episode.

Other materials needed for this unit are a 16mm projector and screen.

PROTOCOL MATERIALS UNIT: LEARNERS AND THEIR CHARACTERISTICS: IMPLICATIONS FOR INSTRUCTIONAL DECISION-MAKING

This unit is based on two 35mm color filmstrips, a cassette, and five student profiles. The first filmstrip depicts students' attitudes toward school; the second filmstrip and its cassette illustrate contingencies and alternatives that affect instructional decisions. The unit includes a Guide (26 pages, including tapescript), student materials (appended in student profile folders), and a criterion test. This unit was produced in 1971 as two separate units and pilot tested. It was revised in 1972 and integrated into one multi-media unit. It was field tested in the spring of 1972 at ten institutions, and has been revised again in the spring of 1973.

Brief Description

This unit is designed to aid prospective teachers in conceptualizing the relationships between characteristics of their students and instructional alternatives. Part One of the unit introduces the broad concept of learner characteristics. This concept may be defined as the aptitudes, level of knowledge, learning set, verbal or symbolic intelligence, attitudes, and psychological and physical characteristics belonging collectively to a student as he enters into a designated learning experience. To facilitate the breaking down of the broad and complex concept, learner characteristics, one characteristic is separated out for examination. One filmstrip focuses on student attitudes toward school, a characteristic often pased by when dealing with variables affecting learning.

In Part Two of the unit, prospective teachers work with folders containing real and hypothetical data on several characteristics of individual learners. They learn to differentiate various individual characteristics of learners and to understand how assessing learner characteristics can be one basis for selecting a method of instruction compatible with student interest and ability. Pre-service teachers also become acquainted with some procedures for gathering information about characteristics of learners.

Part Three of the unit is directed toward conceptualizing what is involved in the planning, designing, and selection of instructional programs. A filmstrip (with cassette) is presented to acquaint prospective teachers with a wide range of instructional alternatives. Instructional alternatives, as used here, are those choices of instructional strategies, content areas, materials, media, teacher role, and grouping available to the teacher. Prospective teachers use the student profiles from Part Two as the data source for selecting instructional alternatives they feel are suitable in terms of specified objectives, learner characteristics, and school and community background.

Part One: Attitudes Toward School

Description

Part One of Learners and Their Characteristics: Implications for Instructional Decision-Making uses a filmstrip to illustrate one important characteristic -- attitude toward school. Written expressions of attitude, facial expressions, and scenes in classrooms demonstrate that students have feelings about school. These unnarrated protocols serve as an introduction to the larger concept, learner characteristics. The filmstrip

frames containing poetry, prose, and drawings were excerpted from Media and Methods, April 1969, Vol. 5, No. 8. The material in this particular issue, entitled "Kids Talk About School," was contributed by students in response to a request for material in a preceding issue. Some of these contributions were selected for use with candid shots of local students in their classrooms.

Specific Objectives

The objectives of Part One of this unit are to help pre-service teachers:

1. Identify manifestations of students' attitudes toward school.

2. Recognize that attitudes keenly felt by students are often not easily observed by teachers.

3. Hypothesize the relationships between decisions about instruction and the needs of individual students.

Materials

Materials provided include:

1 Teacher's Guide

1 35mm color filmstrip

Other materials needed are: 1 filmstrip projector

Part Two: Learner Characteristics

Brief Description

Part Two of this protocol unit utilizes real and hypothetical data on five individual students to illustrate further the properties of the concept "learner characteristics." Specifically, data on the

following discrete variables are presented in separate student folders.

1. I.Q.
2. Reading Level
3. Previous Grades in Social Studies
4. Previous Grades in Other Subjects
5. Sex
6. Attendance Record
7. Socio-economic Status
8. Attitude Toward School
9. Level of Knowledge in Subject Matter (Pre-Test)
10. Attitude Toward Subject Field
11. Student's Attitude Toward Himself
12. Ethnic Background
13. Community Census Tract Data

In the main activity suggested for using Part Two, pre-service teachers examine the data in order to understand how a learner characteristic variable may be identified in student records and scores; they interpret the meaning of the variable alone and in relationship to other variables; finally, they discuss ways in which such interpretations may lead to better instructional decisions. The availability of data on students and the methods for collecting such data may also be discussed.

The above activity can follow immediately after Part One. For prospective teachers with little knowledge about individual student characteristics an optional activity is suggested as the first activity for Part Two. This short activity uses only the cumulative record from each folder to illustrate the kind of information most readily available about learners. Class members work individually and then in small groups to write a profile of a student based on his cumulative record. Discussion focuses on the value and sufficiency of the information kept in school records as a basis for selecting viable instructional activities

for students.

Specific Objectives

The objectives of Part Two of this unit are to help pre-service teachers:

1. Recognize that learners possess a variety of characteristics, some of which may interact with instructional choices.

2. Identify specific learner characteristics that may influence or be influenced by instructional decisions.

3. Identify sources of useful information about specific learner characteristics.

4. Analyze knowledge of a learner's characteristics in relation to possible instructional input.

5. Keep an open mind about the use of specific learner characteristics in selecting suitable and meaningful instruction for students.

Materials

Materials provided include:

1 Teacher's Guide

30 folders (6 sets of 5 individual folders)

Part Three: Selecting Instructional Alternatives

Brief Description

Part Three of this protocol unit builds on the knowledge of learner characteristics and carries that understanding into instructional decision-making. Another filmstrip and a cassette recording depict a beginning teacher in the process of selecting an instructional program for a ninth grade economics class. Six

categories of instructional alternatives are presented: content, materials, strategy, teacher role, media, and grouping. These categories and the alternatives they subsume are not in any sense exhaustive. Rather, they serve to acquaint prospective teachers with a variety of ideas and open the way for consideration of alternatives based on what is known about the learners. After seeing the filmstrip, prospective teachers critique the program selected by the beginning teacher shown in the filmstrip. They may then work in small groups to determine a beneficial instructional program for the hypothetical students described in the folders used in Part Two. The construction and analysis of a dry-run instructional unit can be the criterion test.

Specific Objectives

The objectives of Part Three of this unit are to help pre-service teachers:

1. Identify categories of instructional alternatives.
2. Identify and describe specific alternatives within each category.
3. Describe how the teacher's role as decision-maker relates to awareness of instructional alternatives.
4. Hypothesize the effectiveness of certain combinations of instructional alternatives with various kinds of students.
5. Select and defend the choice of alternatives for a particular group of students.

Materials

Materials provided include:

1 35mm filmstrip

1 cassette to accompany filmstrip

30 folders (6 sets of 5 from Part Two)

Other materials needed for this unit are: 1 filmstrip projector and 1 cassette recorder.

PROTOCOL MATERIALS UNIT: VERBAL INTERACTION IN THE COGNITIVE DIMENSION: THE RELATIONSHIP BETWEEN TEACHER VERBAL BEHAVIOR AND STUDENT RESPONSE

This unit is based on a fifteen-minute 16mm color-sound film showing three classroom episodes, each of which is edited into very short segments for interpretation of verbal interaction. The unit also includes a Guide (19 pages, including transcripts), student materials (9 pages, including transcripts), and a criterion test. This unit was produced in 1971 and pilot tested. It was revised in 1972 and field tested in ten general methods or social science methods classes at colleges around the country. The unit was again revised in the spring of 1973.

Brief Description

This unit emphasizes the cognitive dimension of verbal interaction. The examples chosen for study and interpretation show teachers and students in situations where knowing or ways of knowing is central to the dialogue. The short interactional vignettes used to illustrate verbal interaction are primarily in the "question-answer-response" or "question-response" form.

Various observation systems that interpret variables of cognitive operation and modes of teacher verbal behavior were examined to help determine the behavioral indicators described in these materials. Several of them were useful and can be applied here. The Study of Openness in Classroom Interactions by James Macdonald and Esther Zaret was selected for illustration. That study contains a matrix for analyzing the possible relationships between the degree of openness in teacher verbal behavior and productive thinking on the part of the

student. The matrix from that study is used in these materials as an organizer for looking at teacher and pupil behaviors illustrative of verbal interaction in the cognitive dimension.

The behavioral indicators that help build the concept verbal interaction in the cognitive dimension and that imply the relationship between teacher verbal behavior and student response are shown in classroom episodes on a 16mm color-sound film. Each of the three classroom episodes is edited into very short segments, each segment containing a basic teacher question or statement and a student response. First, pre-service teachers using the materials are introduced to the analytical framework used by Macdonald and Zaret. Students view the first and second episodes of the film and classify the teacher and student verbal behaviors as indicated in the matrix. They use the definitions supplied in the Macdonald-Zaret analytical framework as a guide to classify teacher verbal behaviors broadly as Transaction-Oriented or Role-Expectancy-Oriented and student responses broadly as Productive or Reproductive. Each segment is repeated in the film with overprint descriptors added. Those viewing the episodes can check their own perceptions and refine their understanding of openness as indicated by verbal behavior.

The approach in the third of the three episodes purposely changes. The students are asked to classify teacher and student verbal behaviors and to predict responses. The segments are edited in the film so predictions from one segment can be confirmed in the subsequent segment. No overprint is used in the third episode which may serve as both a criterion test for understanding of the concepts inherent in

this unit or as a resource for rethinking the relationships posited between open verbal statements of the teacher and student response.

Specific Objectives

The objectives of this protocol materials unit on verbal interaction are to help pre-service teachers:

1. Recognize the characteristics of verbal interaction in the cognitive dimension.

2. Identify a unit of analysis useful for interpreting relationships in verbal interaction.

3. Differentiate generally between teacher verbal behaviors that are transaction or task oriented and those that are role-expectancy oriented.

4. Differentiate generally between student responses that are productive and those that reproduce or conform to the teacher's expectations.

5. Hypothesize relationships between teacher verbal behaviors and student responses in interaction dealing with the cognitive domain.

6. Analyze teacher openness as a variable in interaction.

Materials

Materials provided include:

1 fifteen-minute 16mm color-sound film of three teaching episodes.

1 Teacher's Guide

1 set of student materials which includes: a) a brief summary of the Macdonald and Zaret Study of Openness in Classroom Interactions and the Analytical Framework from the study; b) worksheets for interpreting episodes #1 and #2; c) worksheets for answering questions on episode #3;

and, d) transcripts for all three episodes.

Other materials needed for this unit are a 16mm projector, a take-up reel, and screen.

PROTOCOL MATERIALS UNIT: ORGANIZING FACTS TO TEACH MEANINGFUL RELATIONSHIPS

This unit features a fourteen-minute 16mm color sound film showing two teaching strategies, one an instance, the other a non-instance of concept teaching. The unit also includes a Guide (32 pages, including transcripts), and a criterion test. This unit was produced in 1972 and was field tested at ten colleges and universities. It was revised in 1973.

Brief Description

The strategy suggested for teaching this unit is itself a way of "organizing facts to teach meaningful relationships." The teaching of the concepts in the unit will serve as an on-going example of a strategy for concept attainment.

Initially students consider the meaning of terms related to concept teaching: concept, conceptualize, concept attainment, and concept learning. The purpose of this activity is to identify the essential attributes of concept teaching and establish that their meaning is derived from their relationship to concept learning. Students then begin to formulate definitions of concept teaching by specifying teacher verbal behaviors inherent in the strategy. The instructor helps in identifying and specifying those behaviors. Material extracted from the literature on concept teaching and concept learning is included in the Guide for the unit.

An example of an instance of concept teaching and an example of a non-instance are presented in a fourteen-minute color-sound film. Students are asked to compare and contrast the verbal indicators of concept teaching

in the two classroom episodes. After discussion of the differences, students analyze transcripts of the two episodes in terms of the criterial indicators they have learned. They may review the film to improve recognition. The criterion test for the unit is a transcript of a new teaching episode. Students are asked to: 1) indicate the teacher's statements as instances or non-instances of concept teaching; 2) identify the theoretical verbal indicator which is being exhibited or violated by the statements; and, 3) indicate whether student responses are representative of higher order thinking.

Specific Objectives

The objectives of this protocol materials unit on organizing facts are to help pre-service teachers:

1. Recognize and understand the nature of a strategy which enables a teacher to exert considerable control over student learning of concepts, generalizations, and higher order knowledge.

2. Identify specific teacher verbal behaviors that are characteristic of a strategy for teaching concept attainment.

3. Identify specific student verbal behaviors that are indicative of acquisition of new knowledge structures (concepts, generalizations).

4. Contrast a strategy that organizes facts into meaningful relationships with one that does not.

5. Analyze a teaching episode in terms of teacher verbal behaviors that indicate the use of a strategy that provides for sequencing, for higher order thinking from students, and for application of new knowledge.

Materials

Materials provided include:

1 fourteen-minute 16mm color-sound film of two classroom episodes

1 Teacher's Guide

1 set of student materials which include: a) some definitions of related terms; b) list of teaching behaviors characteristic of concept teaching; c) verbal indicators of concept teaching; d) transcript and worksheets for analyzing classroom episode #1; e) transcript and worksheets for analyzing classroom episode #2; and, f) transcript used for criterion test.

Other materials needed for this unit are: 16mm projector and take-up reel, and screen.

PROTOCOL MATERIALS UNIT: FAIR VERBAL BEHAVIOR

This unit is centered on a fourteen-minute 16mm color-sound film showing two classroom teachers, one whose verbal behavior is considered fair, the other illustrating verbal behavior that is not fair. This unit also includes a Guide (14 pages plus transcripts), student materials (21 pages including transcripts), and a criterion test. This unit was produced in 1972 and was field tested at ten colleges and universities in the spring semester of 1972. It was revised in 1973.

Brief Description

This protocol materials unit is designed to help prospective teachers better understand teacher verbal behaviors that are interpreted by students as fair behavior. The two examples chosen for study in the film show teachers and students participating in teacher-led class discussions. The first classroom scene depicts a teacher who does not exhibit fair verbal behavior. This is contrasted to a second classroom where the teacher exhibits, for the most part, the characteristics of fair verbal behavior. Students view the film and are asked through questions on the film to observe whether or not the teachers are consistent in their feedback to students and to note what specific teacher behaviors support their conclusions. They are also asked to note differences between the behavior patterns of the two teachers. Class discussion of the students' conclusions should bring out some general differences in the verbal cueing between teachers who do and do not exhibit fair verbal behaviors. The pre-service teachers

then work as a class or in small groups to analyze the tapescript of the film in terms of specific indicators of fair verbal behaviors. In the last suggested activity, the students work in groups of two or three on the criterion test for the unit. It is a role-playing activity where pre-service teachers work out a dialogue between students and Teacher A, an example of a fair teacher, and Teacher B, an example of a teacher who is not fair.

Specific Objectives

The objectives of this protocol materials unit on fair verbal behavior are to help pre-service teachers:

1. Differentiate between teacher verbal behaviors that are fair and those that are not fair according to given criteria.

2. Describe behavior patterns that indicate the presence of fair verbal behavior and give specific examples of behaviors illustrating those patterns.

3. Describe behavior patterns that indicate the absence of fair verbal behavior and give specific examples of behaviors illustrating those patterns.

4. Diagram classroom interaction in terms of student comments and positive and corrective teacher feedback.

5. Comprehend that the degree of consistency of teacher feedback is related to the cognitive, affective, and social meanings a teacher communicates to students in the classroom.

6. Analyze fair verbal behavior as a variable in classroom interaction.

Materials

Materials provided include:

1 fourteen-minute 16mm color-sound film

1 Teacher's Guide

1 set of student materials which include: a) description of behavioral indicators of fair verbal behavior; b) transcripts for the two classroom episodes; c) interaction diagram worksheets; and, d) worksheets for the criterion test.

Other materials needed for this unit are: 16mm projector, take-up reel, and screen.

FIELD TESTING

The spring 1972 field trials were set up to evaluate the five protocol materials units developed by the University of Colorado Project. Fifteen instructors representing eleven states were selected from volunteers for the trials. They were located in the following colleges and universities:

Adams State College, Alamosa, Colorado
California State University, Hayward
Colorado State University, Fort Collins
Florida State University, Tallahassee
New Mexico State University, Las Cruces
Ohio State University, Columbus
San Fernando State College, Northridge, California
San Jose State University, California
Teachers College, Columbia University, New York
University of Minnesota, Minneapolis
University of Northern Iowa, Cedar Falls
University of Texas, El Paso
University of Washington, Seattle
Utah State University, Logan

Five instructors represented social science methods classes and five represented general methods classes. The other five classes in social science methods did not use the protocol units and served as a control group. The ten experimental instructors had approximately 325 students in their classes.

All experimental and control instructors and students completed background information on personological variables. Experimental instructors were asked to describe the course they would normally teach

and the conditions under which they would be field testing protocol materials. Control instructors described the content and conditions of courses taught in their classes. All experimental and control students were instructed to complete a pre-questionnaire on concepts about teaching. The post-questionnaire was administered toward the end of the quarter or semester.

Experimental instructors and students were asked to complete a product evaluation of each protocol unit. The purpose of these questionnaires was to assess the quality, teachability, and accuracy of the content of the products in terms of five criteria: interest, effectiveness, significance, clarity, and sufficiency. In addition, instructors were asked a series of questions to determine the likelihood that they would use the protocol materials in the future.

Each protocol unit also contained an application section or concept acquisition measure for use by pre-service methods instructors. This section of the protocol required students to analyze a film, transcript, or situational paper and pencil measure. Experimental instructors were to send these measures to the project office at the conclusion of instruction with each protocol unit.

All field test data has now been statistically analyzed. A complete Field Test and Evaluation Report, including all findings from the field testing as well as copies of all instruments used, is available upon request from the Protocol Materials Development Project staff at the University of Colorado.

AVAILABILITY AND COST

I.	CONCEPTUALIZING THE PROCESS OF INSTRUCTION a. 8-minute 16mm color-sound film (reel and container provided) b. Teacher's Guide c. Student Handouts (for class of 30 students)	$ 80.00
II.	LEARNERS AND THEIR CHARACTERISTICS: IMPLICATIONS FOR INSTRUCTIONAL DECISION-MAKING a. 35mm color filmstrip, "Attitudes Toward School" b. 35mm color filmstrip, "Instructional Alternatives," with cassette c. Teacher's Guide d. Profiles of Learners and Student Worksheets (30)	$ 35.00
III.	VERBAL INTERACTION IN THE COGNITIVE DIMENSION: THE RELATIONSHIP BETWEEN TEACHER VERBAL BEHAVIOR AND STUDENT RESPONSE a. 15-minute 16mm color-sound film (reel and container provided) b. Teacher's Guide c. Student Handouts (30)	$ 80.00
IV.	ORGANIZING FACTS TO TEACH MEANINGFUL RELATIONSHIPS a. 15-minute 16mm color-sound film (reel and container provided) b. Teacher's Guide c. Student Handouts (30)	$ 80.00
V.	FAIR VERBAL BEHAVIOR a. 15-minute 16mm color-sound film (reel and container provided) b. Teacher's Guide c. Student Handouts (30)	$ 80.00
COMPLETE PACKAGE OFFER (All Five Products)		$325.00

RENTAL

All five units are available for rental. The fee is $5.00 per unit. Included with each rental unit is one copy of the Teacher's Guide and one copy of the Student Handout.

ORDER FORM

☐ SALE

☐ RENTAL

Please send the following materials:

☐ I. CONCEPTUALIZING THE PROCESS OF INSTRUCTION

☐ II. LEARNERS AND THEIR CHARACTERISTICS: IMPLICATIONS FOR INSTRUCTIONAL DECISION-MAKING

☐ III. VERBAL INTERACTION IN THE COGNITIVE DIMENSION: THE RELATIONSHIP BETWEEN TEACHER VERBAL BEHAVIOR AND STUDENT RESPONSE

☐ IV. ORGANIZING FACTS TO TEACH MEANINGFUL RELATIONSHIPS

☐ V. FAIR VERBAL BEHAVIOR

Name_____

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Make checks payable to the University of Colorado. No mailing charge.

Mail to: Dr. Celeste P. Woodley, Director
PROTOCOL MATERIALS DEVELOPMENT PROJECT
Center for Education in the Social Sciences
University of Colorado
970 Aurora -- Social Science Bldg.
Boulder, Colorado 80302

CONCEPTS IN THE SOCIAL SCIENCES

Plan for 1972 -'73 Development

CONCEPTS IN THE SOCIAL SCIENCES

Plan for 1972 -'73 Development

The major goal of the Protocol Materials Development Project of the Center for Education in the Social Sciences, University of Colorado, is to select and illuminate concepts significant for developing an understanding of social behavior as it relates to the phenomena of social stability and change. We are interested in concepts that refer to the behaviors themselves and to the processes that explain those behaviors and the expectations for them. The search for a theoretical and integrating framework within which to locate and explore concepts related to social conduct directed us toward an approach that emphasized social role rather than individual learning.

The role orientation is particularly appealing to those of us concerned with social science education because it speaks to our need for an interdisciplinary approach to the several social sciences. We have selected from role theory a cluster of concepts that have significance, utility, and clarity and that are common to related but distinct social science fields. Four specific concepts have been chosen for protocol development. The first concept -- Role Conflict -- is now in the final stages of protocol development. We felt that this concept has significance for us because of the fact that the understanding of the nature of role conflict has potential for illuminating the nature of conflict in social groups. It also serves as a linking concept useful for illuminating two of the basic inferred role concepts --

expected role and behavioral role. Role Conflict, as well as the three other concepts which will be developed as protocols, are defined and explained below.

Role Conflict

Role Conflict is a condition that results from the requirement of simultaneous enactment of polarized expectations held by or presumed to be held by persons of a subject population for the behavior of an object person.

This unit has been developed in a 35mm color filmstrip with accompanying cassette tape. The unit consists of six different vignettes exemplifying the concept. Two of the episodes deal with Inter-role Conflict -- a dilemma condition that results when a person is expected to perform at the same time the behavior patterns of two or more positions and when the performance of one set of behaviors precludes the performance of the other set. Four of the episodes deal with Intra-role Conflict -- a dilemma condition that results from contradictory expectations held by two or more significant others for behaviors associated with one position. The sources of the differing expectations involved in Intra-role Conflict may be: 1) two or more groups of significant others, or 2) two or more members of one group. Both types of Intra-role Conflict are shown (two episodes from each). Several of these six episodes are examples taken from research studies dealing with Role Conflict.

Written materials (Teacher's Guide and Student Handouts) will accompany the filmstrip. The cost of the unit will be $17.50.

Conformity

Conformity is a behavioral response modified to fit expectations held by, or behaviors of, significant others who may or may not have consciously employed a strategy to bring about behavioral adaptation. There may be manifest a strategy to obtain a conformity response, e.g., the modeling of behavior, the issuing of prescriptions, injunctions, or threats-to-sanction, sanctioning by reward or punishment, physically restraining or freeing, or using a third person as reference object in these strategies.

The behavioral situations used to exemplify the concept will include the conscious modeling of behavior, the following of prescriptions, the response to a perceived threat-to-sanction, and the following of a positively evaluated behavior.

This unit will be developed in a 35mm color filmstrip with cassette tape. Written materials will accompany the audio-visual materials, and the cost of the unit will be $17.50.

Consensus

This concept will be defined as correspondence of expectations across two or more persons. The concept will be contrasted to perceived consensus and pluralistic ignorance. The causes and effects of consensus will be shown, as well as the differences between actual and perceived consensus. Some attention will most likely be given to the possible deleterious effects of too little and/or too much consensus.

The cost of this unit will be $17.50. It will include one 35mm color filmstrip, one cassette tape, one Teacher's Guide, and a set of Student Handouts for a class of 30 students.

Position, Identity, Status, Role

This protocol unit will disentangle the concepts Postion, Identity, Status, and Role. Position is an agreed-upon classification for persons who have one or more characteristics in common and a term with which they are identified. Social positions are embedded in a social structure, and serve as links between the role behavior and the social system itself. Identity is a term used for the classification of human beings. It is a convenient and less definitive classification system than Position. Status of a position refers to the degree to which members of a position attract deferential behavior from others. Role behavior is the pattern of conduct or action which is characteristic of persons in a context. The observable criteria for role behavior are those actions and words of a person, in a particular situation, which represent how he interprets the position he occupies in a group or organization and how he thinks he ought to behave.

The behavioral situations used to illuminate these concepts will probably include those of: father and mother in family, peer group leader, the policeman, the boss, the statesman, the teacher, and the student. The four different concepts will be defined separately and the meanings of each disentangled from the meanings of the others.

This unit, like the other three units, will be developed in a 35mm color filmstrip (with cassette tape); Teacher's Guide and Student Handouts will accompany the filmstrip. The cost will be $17.50.

These four protocol units will be available by September, 1973. They will be field tested in the fall of 1973. After evaluation data is compiled and analyzed, the appropriate revisions will be made.